

Behaviour Policy

Priory Primary School



Priory Primary School
At the heart of the community

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1. Rationale

Our children will see many different examples of how people behave in the world around them, and we have a responsibility to help children understand these behaviours and their impact. Our aim at Priory Primary School is to create an environment where children feel valued, safe and respected, to provide nurture for their own valuable, safe and respectful behaviours. We asked our pupils how they would like to be and behave in school (see Pupil Voice) and their responses have informed our whole school behaviour policy.

We believe that children respond best to praise and encouragement, and try to find every opportunity to notice and celebrate children when they are showing positive behaviours.

We believe that motivated children and the development of self-discipline are the foundations of happiness and of learning in school. We develop this by

- providing clear boundaries
- being explicit about what good learning behaviour is
- modelling positive behaviours
- modelling an enthusiasm and curiosity for learning
- creating a calm, orderly school environment

Children learn by example. All adults in their life have a responsibility in setting a good example as well as ensuring that the rules are followed.

All pupils are expected to behave in a responsible manner both to themselves, to others and to the wider world, striving to be Useful and Kind.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which sets out the school's responsibility and authority to regulate pupils' behaviour, discipline pupils whose behaviour is unacceptable and to publish this behaviour policy and written statement of behaviour principles. It also gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

Positive learning behaviour

Each class will define its own understanding of the positive learning behaviours – or ‘class rules’ at the start of each academic year. They are to be expressed in positive terms, for example “We will walk around school”, not “Don’t run”.

The following are typical examples that pupils often decide on, and are supported by the school’s approach:

- Good listening and focus (according to pupil’s age / ability)
- Following the teacher’s instructions, first time
- Keeping your hands and feet to yourselves
- If asking for help, put up your hand and wait your turn
- Be polite and kind to others
- Always do your best

In our school, **misbehaviour** is defined as:

- Disruption in classrooms, other learning rooms, around the school, including at break or lunchtimes
- Work refusal, where clear instruction, resources and support has been provided
- Not following adult instruction, first time

Serious misbehaviour is defined as:

- Repeated breaches of the school and classroom rules
- Any form of bullying (see our Anti-Bullying Policy)
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic, prejudicial or discriminatory behaviour
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Possession of any prohibited items
 - Knives
 - Actual weaponry or items being used as a weapon
 - Alcohol
 - Illegal drugs
 - Pornographic materials

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Full details of the school's policy and procedures is set out in the **Anti-Bullying Policy** available on the school website. A hard copy is available on request from the School Office.

Anti-Bullying education is embedded in our curriculum, and additionally the school takes part in a focused week each Autumn Term in line with the Anti-Bullying Alliance – Anti-Bullying Week.

5. Roles and responsibilities

5.1 The Governing Body

The governing body is responsible for reviewing and approving the written statement of behaviour principles (published on the website).

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The Head Teacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body giving due consideration to the school's statement of behaviour principles. The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff and Behaviour Lead Teacher

All staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive learning behaviour
- Reflecting on and developing their strategies
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The Behaviour Lead Teacher (Mr Richard Ashley) will:

- Provide advice and support to all staff in implementing positive behaviour strategies
- Support and advise senior leadership on the effectiveness of this policy in practice
- Provide a level of support to teachers if out-of-classroom sanctions are required (eg time out in Mr Ashley's class)
- Encourage and enable whole school rewards and recognition

The Senior Leadership Team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the school behaviour expectations
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Promptly discuss any behavioural concerns with the class teacher

6. Whole School Behaviour Expectations

Pupils, you are expected to:

- Be useful and kind
- Be respectful of yourself, other people, the school and your environment
- Be ready and willing to learn
- Try your best
- Take responsibility for your own behaviour
- Accept sanctions and try to make better choices next time
- Model your best behaviour to others

7. Rewards and sanctions

7.1 School's rewards and sanctions

Positive learning behaviour will be rewarded with:

- An individual, age-appropriate reward system for each class
- Class-based moments of celebration (eg golden time, mufti day, party)
- Recognition of positive learning behaviours in 'The Book', read out in Celebration Assembly
- Phone calls to parents from the head teacher
- Postcards home to the pupil from the class teacher

Staff will respond to misbehaviour using a graduated series (a 'ladder') of sanctions, giving each one time to take effect, and 'catch them being good' at whatever level they respond, eg "Thank you for following my instruction straight away." Individual class teachers may need to adjust according to the 'geography' of their classroom, but the basic principles are:

- Remind the whole class of expected behaviour
- Proximity praise to a pupil modelling expected behaviour
- Name the pupil who is misbehaving and be specific & positive eg "I expect you to be sitting quietly at your desk"
- Name the pupil again and check their understanding with the phrase "What should you be doing?"
- If misbehaviour persists, name the misbehaviour and move the pupil within the classroom, giving a clear route back to positive learning behaviour, eg "When you have shown me you can sit calmly and read, you can come back to your place."
- Time out / completing their work in a colleague's classroom
- Time out / interview with Behaviour Lead Teacher
- Interview with Head Teacher
- Letter home to parents

7.2 Restorative Practice:

If a pupil's actions have harmed another person, child or adult – or if there has been damage to property - staff will discuss with the pupil what actions they should take to restore the relationship and/or make amends. This may take the form of an apology, a letter or actions which demonstrate the pupil has understood the impact of their misbehaviour.

7.3 Pupil Support:

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage.

At Priory Primary School we have significantly high numbers of pupils with English as an additional language, as well as pupils with processing, speech, language and communication difficulties. Staff should take account of a pupil's individual needs if, for example, they might need verbal instructions repeating or the use of picture cards to be fully understood.

Health & Safety – if a pupil is putting themselves or another person in actual danger, staff are required by law to intervene using proportionate actions to prevent dangerous behaviours (see **8.2** and also our Physical Intervention Policy)

7.4 Off-site behaviour

Sanctions will be applied where a pupil has misbehaved off-site when wearing school uniform, on the way to or from school and any other time when representing the school, such as on a school trip.

7.5 Ongoing Behaviour Issues:

If a pupil's misbehaviour is an ongoing issue, even at a low level, and they are not responding to the rewards and sanctions, it may be a sign of other difficulties.

Following consultation with the class teacher, the Inclusion Lead Teacher / SENDCo (Miss Natasha Wilde) can evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

7.6 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the head teacher will discipline the pupil in accordance with this policy.

Please refer to our Child Protection Policy for more information on responding to allegations of abuse.

The head teacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They are guided in this by a set of behaviour management principles and advice provided by the Behaviour Lead Teacher.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Physical intervention

(see also our Physical Intervention Policy)

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical control or restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Physical Intervention may also include consoling a distressed pupil. At Priory Primary School, we consider it important that staff show empathy and compassion towards pupils in distress. In order to protect staff and pupils, our guidelines are:

- As a general principle, staff should console pupils by standing side-by-side (eg hand on back, arm around a shoulder)
- If a pupil initiates any other kind of hug, staff should gently move them to a side-by-side stance

- Staff should speak reassuringly and release contact as soon as this has been effectively communicated, and the pupil's distress is easing
- Pupils in Nursery, Reception and Year 1 classes may be consoled by sitting on the knee of a staff member employed by the school (not supply staff or visitors) as long as another staff member is present

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to maintaining school discipline. These other items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings between them, and as part of this, will advise the receiving teacher of strategies that have been successful in the previous year.

To ensure behaviour is continually monitored and the right support is in place, information related to specific pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Behaviour management will also form part of teaching staff induction and continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the head teacher and the Governing Body every two years. At each review, the policy will be approved by the head teacher.

The written statement of behaviour principles will be reviewed and approved by the Governing Body every two years.

This Policy has been reviewed and adopted by the Governing Body On:		
Date:	10th March 2021	
Signed:	<i>T Moisey</i>	Trevor Moisey (Chair of Governors)

Pupil voice



The School Be(haviour) Policy

What do pupils think?

Mr. Ashley questions

1. What kind of a person do I want to be when I am at school?
Helpful, kind, hard-working, sensible, generous.
2. How should I be with my friends when I am at school?
Caring to our friends, share with our friends, listen.
3. How should I be with the adults at school?
Patient, not argumentative, kind, respectful, listen, respond
4. What kind of an environment do I want school to be?
Happy, nice, fun, wild, exciting.

Treat your friends how you would like to be treated.

What kind of a person do I want to be when I am at school? *A caring person/intelligent and smart/gentle, kind and mindful/, helpful, respectful, generous...*

How should I be with my friends when I am at school?
Careful, calm, inclusive, friendly, giving good advice, grateful, patient, polite, honest, positive, not being violent, not being judgmental...

How should I be with the adults at school? *Polite, obey, honest, calm, not being violent, patient, respect, don't back chat, being mindful, no name calling, positive....*

What kind of an environment do I want school to be?
clean resources, no litter, tidy, no graffiti, equipment in good condition, more plants, classrooms to be comfortable,...responsible, careful with equipment...